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ABSTRACT

This paper reports an exploratory investigation of the comparative effects of situational characteristics on first-year teachers' perceptions of their preservice preparation, teaching situation, and educational attitudes. Community size and type and percent of white pupils in the teacher's classes were formulated as independent classification variables, along with sex of teacher and teaching level, and were examined for differential effects on teacher perceptions. Three hundred forty-one education graduates from the University of Georgia, identified as being employed full-time in teaching, returned a February, 1970 questionnaire. The questionnaire consisted of three sections: 1) classification information about and attitudinal information toward the teaching situation of the graduate; 2) evaluation of aspects of a teacher preparation program as general education, foundation courses, and professional experiences; and 3) a 30-item Likert-type instrument measuring attitudes toward education. Four major conclusions concerned 1) response of female graduates and elementary teachers to educational philosophy; 2) reaction of suburban and inner-city teachers to items concerning sociological foundations; 3) perceptions of rural teachers and teachers of all white classes concerning preservice preparation and the most subject centered educational attitudes; and 4) response of inner-city teachers and those with less than 50 percent white classes concerning faculty and community acceptance, philosophical congruence, satisfaction with teaching, and adequacy of preparation. Further study is recommended. An 18-item bibliography is included. (MJM)

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SELECTED ATTITUDES AND PERCEPTIONS OF BEGINNING TEACHERS AS RELATED TO THEIR TEACHING SITUATIONS[1]

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Situational characteristics of the teacher's job, particularly those emanating from the social context of the community, are often indicated as a limitation in studies assessing teacher attitudes and perceptions. Getzels and Jackson (1963, p. 575) emphasize the lack of provision made for the variations of teaching situations in experimental results. Little research has been reported involving teaching situations per se; however, a few studies report effects of situational variables. Those related to community size and type generally indicated less satisfaction by teachers in small systems and communities (Mason, 1961; Booth, 1966) and in lower socioeconomic situations (Ryans, 1960; Dropkin and Taylor, 1963). Feelings of adjustment were found to be positively related to teacher-parent and teacher-faculty relations (Mason, 1961; Young, 1967) as were feelings of satisfaction by elementary teachers and women teachers at all levels (Trull, 1967; Jay, 1968). A relationship, therefore, between situation characteristics and teacher perceptions finds some support in the literature.

The double socialization process affecting teachers noted by Hoy (1968, p. 35) occurs during pre-service preparation when ideal images and practices are formed, and during full-time teaching when confrontation by the "real" teaching world often provides value conflict with idealized images of the teacher role. Whether the second aspect of this process has differential effects on beginning teachers' perceptions was the primary question of this study.

This paper reports an exploratory investigation of the comparative effects of situational characteristics on first-year teachers' perceptions of their pre-service preparation, teaching situation, and educational attitudes. Specifically, community size and type and percent of white pupils in the teacher's classes were formulated as independent classification variables, along with sex of teacher and teaching level, and were examined for differential effects on teacher perceptions. An investigation of interrelationships among dependent variables constituted a secondary objective.

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[1]Paper presented at the American Educational Research Association meeting, Chicago, April, 1972.

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METHOD

Subjects

Education graduates from the University of Georgia including those in programs of early childhood, elementary, and secondary education constituted the subjects for this study. Of the 420 graduates identified as being employed full-time in teaching, 341 returned a February, 1970 questionnaire. As shown in Table 1, four-fifths of the graduates were female and almost half were certified in elementary education. Community type and percent of white students in the teacher's classes are also shown. Almost half of the graduates were teaching in suburban situations, and three-fifths of the graduates had 90 percent or more white classes.

TABLE 1

Distribution of Beginning Teaching Graduates Classified by Sex of Teacher, Teaching Field, Community Type, and Percent White Class.

Classification	Number	Percent
Sex of Teacher		
Male	65	19
Female	276	81
Teaching Field		
Elementary	162	47
Secondary Academic	77	23
Secondary Non-academic	102	30
Community Type		
Rural	31	09
Suburban	145	43
Urban	60	17
Inner-city	17	05
Small town	78	23
Unclassified	10	03
Percent White Class		
0 - 49	29	09
50 - 69	25	07
70 - 89	52	15
90 - 99	119	35
100	95	28
Unclassified	21	06

Instruments

The first part of the questionnaire returned by the graduates provided classification information about and attitudinal information toward the teaching situation of the graduate. The classification questions regarded size and type of community, occupation of pupil's parents, and degree of classroom intergration. Questions designated as person-situation relationship items (P-SR) elicited perceptions of faculty and community acceptance, faculty-graduate conflict in educational philosophy, satisfaction with teaching, and general estimate of preparation adequacy for the teaching job.

The second part of the questionnaire consisted in its entirety of the Teacher Education Program Evaluation Scale (TEPE), which was structured as six factors based on a factor analysis by Bledsoe (1969) for a University of Georgia subsample of responses of an instrument used in a study of beginning teachers in Georgia (Bledsoe, Cox, and Burnham, 1967). This self-report instrument evaluates such aspects of a teacher's preparation program as general education, foundation courses, and professional experiences in the areas of psychology, curriculum and methods, and student teaching. On a five point Likert-type scale ranging from "very unsatisfactory" to "very satisfactory" teachers were asked to indicate perceptions of their training in regard to preparing them with specified skills and understandings.

The third part of the questionnaire consisted of items in the Educational Scale VII (ES-VII) (Kerlinger, 1967). The instrument is a revision of the 40 item ES-VI with increased reliability (about .80) reported by its author (Kerlinger, 1967; 1969). The thirty item ES-VIII elicits responses along a seven point "strongly agree" to "strongly disagree" line of attitudes toward education. The two factors, or subscales, are designated A: Progressivism (e.g., child-centered) and B: Traditionalism (e.g., subject-centered).

Procedures

The responses to the items on the questionnaire were coded andtransferred to IBM punch cards. Classifications regarding community type (COMT) and percent of pupils in the teacher's classes (PWC), each as a two-way analysis with sex of teacher and teaching field, were subjected to a least-squares analysis of variance utilizing the MUGALS program of the University of Georgia Computer Center. This procedure lends itself to unequal subsample sizes and allows mean differences to be considered simultaneously. Since the F-test indicates significant differences between two or more unspecified means, a Duncan's Multiple Range Test was applied where the probability of a ration being .05 or less by chance occurred. Interactions were investigated where significant.

The secondary objective investigated relationships among the TEPE, ES-VII, and P-SR variables through calculation of Pearson's product-moment coefficients of correlation. The BMD03D (Dixon, 1965) computer program was used for this purpose.

RESULTS

Differential effects resulting from comparisons across teaching situations are shown for the TEPE, ES-VII, and P-SR items in Tables 2, 3, and 4. Tables are sub-divided for COMT, PWC, sex, and field, and both two-way classifications of COMT and PWC, with sex and field as main effects and interactions, are tabled together.

It may be observed that there is a small difference in adjusted means across pairs of two-way analyses due to equal weighting in the MUGALS linear regression design. This design, referred to by Winer (1962) as "Unequal Cell Frequencies - Least Squares Solution," assumes equal subset sample sizes which, when not equal, result in slight errors in the adjusted means from those which would be obtained from direct calculation. The variance ratios and the difference directions, however, are correct.

TEPE Factors I (Pre-professional Skills and Abilities), IV (Knowledge and Use of Teaching Materials), and VI (General Education: Science) were significantly differentiated by community type at the .05 level, rural teachers rating items in these factors the highest. Factor II (Sociological Foundations) also reached this level for COMT/sex and approached it for COMT/field. Suburban teachers responded significantly more favorable than did the others, and along with small town teachers, more favorably than did inner-city teachers.

Factor II yielded non-random means across the classification PWC at the .05 level. Teachers with less than 50 percent white classes indicated less satisfaction with this aspect of their preparation.

Sex as a classification was found to be related to Factors II, III (Professional Sequence in Education), and V (General Education: Personal Development), reaching the .01 level for Factor V: sex/PWC, and for Factor III: both for sex/COMT and sex/PWC, favoring female graduates on all variables. The same factors differentiated graduates across teaching fields, elementary and secondary non-academic teachers perceiving more satisfactoriness in their preparation than secondary academic teachers, the mean for elementary teachers being significantly greater than the secondary non-academic mean for Factor V.

Interaction effects were found involving COMT-by-sex and COMT-by-field for Factor III. Responses were statistically equivalent for suburban and rural situations and differed the most for inner-city situations, women having the highest means. Community type showed diversified effects when analyzed with teaching field, secondary non-academic graduates from inner-city, small town, and rural situations having the highest perceptions of their professional preparation, as did elementary teachers from suburban and urban situations.

Although the ES-VII factors did not reach the .05 level in this analysis, the Traditionalism subscale (Factor B) approached significance for rural teachers whose high subject-centered mean (about 80) was 12 points higher than suburban, urban, and small town means and 20 points

TABLE 2

Adjusted Means and Mean Separations for the Teacher Education Program Evaluation Scale (TEPE)

Criterion	Classification					Separation of Means[a]
	Community Type[c]					
TEPE Factors[b]	1	2	3	4	5	
I (Sex)	52.20	35.70	35.93	36.00	35.64	*1 > (4=2=3=5)
(Field)	52.57	35.82	35.93	35.93	35.69	*1 > (3=2=5)
II (Sex)	16.68	18.85	18.05	15.88	18.68	*2 > (1=4); 5>4
(Field)	16.74	18.91	18.04	16.02	18.58	
III (Sex)	25.78	25.15	24.87	24.10	25.85	
(Field)	25.86	25.31	24.87	24.51	25.53	
IV (Sex)	30.57	23.54	24.52	24.86	23.23	*1 > (3=2=5)
(Field)	30.68	23.57	24.52	24.82	23.34	*1 > (3=2=5)
V (Sex)	20.29	19.41	19.15	18.80	19.67	
(Field)	20.34	19.44	19.15	18.47	19.64	
VI (Sex)	31.39	11.02	11.49	11.16	11.11	*1 > (3=4=5=2)
(Field)	31.90	11.01	11.49	11.13	11.16	*1 > (3=5=4=2)

	Percent White Class[d]				
	1	2	3	4	
TEPE Factors					
I (Sex)	35.50	37.07	34.74	41.54	
(Field)	35.48	36.99	34.74	41.96	
II (Sex)	16.10	18.24	18.27	19.15	*(4=3=2) > 1
(Field)	16.14	18.08	18.27	19.23	*(4=3) > 1
III (Sex)	24.99	25.72	25.59	24.32	
(Field)	25.05	25.58	25.59	25.59	
IV (Sex)	24.24	23.92	23.43	26.52	
(Field)	24.22	23.95	23.43	26.52	
V (Sex)	18.46	19.29	19.60	19.78	
(Field)	18.47	19.18	19.60	19.86	
VI (Sex)	11.03	11.44	11.11	17.61	
(Field)	10.98	11.39	11.12	17.74	

TABLE 2 (Continued)

Criterion	Sex[e] 1	Sex[e] 2	Mean Sep.	Field[f] 1	Field[f] 2	Field[f] 3	Separation of Means
TEPE Factors							
I (COMT)	39.75	38.44		37.52	35.90	38.46	
(PWC)	36.71	37.71		38.62	40.36	38.26	
II (COMT)	16.71	18.54	*2 > 1	18.40	16.58	18.81	*(3=1) > 2
(PWC)	17.23	18.65	*2 > 1	18.37	16.49	18.12	
III (COMT)	23.61	26.69	**2 > 1	25.73	22.87	27.00	**(3=1) > 2
(PWC)	24.07	26.23	**2 > 1	26.22	22.96	26.47	**(3=1) > 2
IV (COMT)	25.50	25.19		25.03	23.93	24.70	
(PWC)	24.00	25.05		25.26	25.63	25.27	
V (COMT)	18.55	20.37	*2 > 1	20.16	18.02	19.66	*(1=3) > 2
(PWC)	18.34	20.23	**2 > 1	20.48	18.84	18.90	*1 > 3
VI (COMT)	17.65	12.81		12.24	13.31	12.87	
(PWC)	13.40	12.20		13.07	13.68	14.27	

[a]The "greater than" symbol separates significantly different subset means.

[b]I - Pre-professional skills and abilities; II - Sociological foundations; III - Professional sequence in education; IV - Knowledge and use of teaching materials; V - General education: personal development; VI - General education: science

[c]1: Rural; 2: Suburban; 3: Urban; 4: Inner-city; 5: Small town

[d]1: 0-49%; 2: 50-89%; 3: 90-99%; 4: 100%

[e]1: Male; 2: Female

[f]1: Elementary; 2: Secondary academic; 3: Secondary non-academic

*Significant at .05 level

**Significant at .01 level

TABLE 3

Adjusted Means and Mean Separations for the Educational Scale VII (ES-VII)

Criterion	Classification					Separation of Means[a]
	Community Type[c]					
	1	2	3	4	5	
ES-VII Factors[b]						
A (Sex)	84.87	82.67	82.28	83.04	82.31	
(Field)	85.09	82.54	82.29	83.40	82.57	
B (Sex)	79.58	65.45	67.37	60.43	65.26	
(Field)	79.14	65.74	67.37	60.53	64.57	

	Percent White Class[d]			
	1	2	3	4
ES-VII Factors				
A (Sex)	83.15	81.93	83.62	82.17
(Field)	83.29	82.07	83.62	81.92
B (Sex)	62.44	65.24	65.59	70.01
(Field)	62.53	65.07	65.58	70.53

TABLE 3 (Continued)

Criterion	Sex[e]		Sep. of Means	Field[f]			Separation of Means
	1	2		1	2	3	
ES-VII Factors							
A (COMT)	82.45	83.63		84.04	83.37	82.12	
(PWC)	81.53	83.90		84.04	82.03	82.09	
B (COMT)	69.66	65.58		64.59	67.69	70.13	
(PWC)	66.41	65.23		64.27	64.21	69.31	

[a]The "greater than" symbol separates significantly different subset means.

[b]A: Progressivism; B: Traditionalism

[c]1: Rural; 2: Suburban; 3: Urban; 4: Inner-city; 5: Small town

[d]1: 0-49%; 2: 50-89%; 3: 90-99%; 4: 100%

[e]1: Male; 2: Female

[f]1: Elementary; 2: Secondary academic; 3: Secondary non-academic

*Significant at .05 level

**Significant at .01 level

TABLE 4

Adjusted Means and Mean Separations for the Person-Situation Relationship Items (P-SR)

Criterion	Classification					Separation of Means[a]
	Community Type[c]					
	1	2	3	4	5	
P-SR Items[b]						
FA (Sex)	1.36	1.37	1.33	1.71	1.42	
(Field)	1.34	1.37	1.33	1.77	1.39	
CA (Sex)	1.80	1.68	1.80	2.04	1.76	
(Field)	1.83	1.68	1.80	2.03	1.76	
PC (Sex)	1.91	1.75	1.91	2.00	1.92	
(Field)	1.91	1.75	1.90	2.00	1.94	
ST (Sex)	3.31	3.94	3.62	3.24	3.70	*2 > (1=4)
(Field)	3.30	3.94	3.62	3.32	3.71	*2 > 1
PR (Sex)	2.81	3.19	3.07	2.31	2.90	**2 > 5; 2 > 4
(Field)	2.81	3.21	3.07	2.31	2.90	**(3=5) > 4
	Percent White Class[d]					
	1	2	3	4		
P-SR Items						
FA (Sex)	1.53	1.43	1.43	1.20		
(Field)	1.52	1.42	1.43	1.20		
CA (Sex)	2.05	1.78	1.75	1.55		*1 > 4
(Field)	2.04	1.80	1.75	1.55		
PC (Sex)	1.99	1.87	1.87	1.76		
(Field)	1.99	1.88	1.87	1.76		
ST (Sex)	3.33	3.85	3.53	3.91		*4 > (3=1)
(Field)	3.32	3.83	3.53	3.91		*4 > (3=1)
PR (Sex)	2.67	3.22	2.90	3.08		*2 > (3=1); 4 > 1
(Field)	2.67	3.23	2.90	3.11		*2 > (3=1); 4 > 1

TABLE 4 (Continued)

Criterion	Sex[e] 1	Sex[e] 2	Sep. of Means	Field[f] 1	Field[f] 2	Field[f] 3	Separation of Means
P-SR Items							
FA (COMT)	1.52	1.36		1.30	1.42	1.60	*3 > 1
(PWC)	1.48	1.32		1.29	1.43	1.48	
CA (COMT)	1.90	1.73		1.73	1.95	1.77	
(PWC)	1.88	1.69		1.72	1.95	1.69	
PC (COMT)	1.99	1.81		1.82	2.01	1.87	
(PWC)	1.93	1.81		1.34	1.96	1.84	
ST (COMT)	3.56	3.77	*2 > 1	3.75	3.29	3.69	
(PWC)	3.47	3.84		3.84	3.46	3.65	
PR (COMT)	2.70	3.02	*2 > 1	3.02	2.68	2.89	
(PWC)	2.86	3.07		3.05	2.80	3.08	

[a]The "greater than" symbol separates significantly different subset means.

[b]FA: Faculty acceptance; CA: Community acceptance; PC: Philosophical conflict; ST: Satisfaction teaching; PR: Preparation for job

[c]1: Rural; 2: Suburban; 3: Urban; 4: Inner-city; 5: Small town

[d]1: 0-49%; 2: 50-89%; 3: 90-99%; 4: 100%

[e]1: Male; 2: Female

[f]1: Elementary; 2: Secondary academic; 3: Secondary non-academic

*Significant at .05 level

**Significant at .01 level

higher than the inner-city mean. (A scale score of 60 theoretically reflects a neutral attitude with a plus or minus 15 point variance reflecting a strong attitude on either factor.) Neither field nor sex as main effects differentiated graduates on the ES-VII subscales.

The classification categorizing the percent of white students in the teacher's classes was not significant for the ES-VII variables; however, teachers with classes that were totally white had higher subject-centered means and those with less than 50 percent white classes had the lowest.

Community type and PWC were related to several of the items regarding the relationship of the teacher to the situation. Perceptions of teaching satisfaction and adequacy of preparation for the job were significantly higher for suburban teachers, graduates in inner-city settings having the lowest means. Suburban teachers felt the least philosophical conflict and inner-city teachers the most. Inner-city teachers felt the most rejection by parents as did teachers with less than 50 percent white classes. The latter group indicated feeling the least satisfied in teaching and feeling less adequately prepared for the job than the 50 - 89 percent and 100 percent white groups. Teachers with 50 - 89 percent white classrooms, however, rated their preparation significantly higher than teachers with 90 - 99 percent white classes.

Satisfaction with teaching and job preparation reached significance for sex, female teachers responding more favorably, as they did on all of the P-SR items. Elementary graduates felt significantly greater faculty acceptance than secondary non-academic teachers. Secondary graduates responded with the least favorable perceptions on other P-SR variables.

The relationships among the dependent variables were investigated as a secondary objective through the calculation of product-moment correlation coefficients. The results are reported in Tables 5 and 6. Thirteen of 15 possible TEPE intercorrelations were significant at the .01 level, and three relationships, Factors I, IV, and VI, correlated above .90.

The correlation between TEPE factors and ES-VII factors were significant for eight of the 18 relationships. TEPE Factors I, IV, and VI and factor A of ES-VII had low positive coefficients (about .23); however, these same factors had correlations of .87, .85, and .90 with factor B. Factor V was less positively related to factor B and factors A and B showed a .20 intercorrelation.

Person-situation relationship items were moderately related in a positive direction, the largest (.38) being between faculty acceptance and community acceptance, and each of these was moderately related to philosophical congruence, satisfaction with teaching, and adequacy of preparation for the job.

Twelve of 30 correlations between P-SR items and TEPE factors were significantly related. Moderately positive correlations were found between the following variables: Faculty acceptance and community acceptance to Factors II and V; philosophical congruence to Factor V; teaching satisfaction to Factors I, II, III, and V; job preparation to Factors II, III, and V. The highest correlation (.40) was found between job preparation and Factor III.

There were no significant correlations between any of the P-SR items and factors A and B of ES-VII.

TABLE 5

Correlations Among the Teacher Education Evaluation Scale (TEPE) and the Educational Scale VII (ES-VII) Variables

Variable*		TEPE					ES-VII	
		II	III	IV	V	VI	A	B
TEPE FACTORS								
Pre-professional Skills and Abilities	I	.23	.22	.94	.49	.95	.23	.87
Sociological Foundations	II		.41	.21	.46	.09	.07	.12
Professional Sequence in Education	III			.23	.33	.06	-.08	.12
Knowledge and Use of Teaching Materials	IV				.44	.94	.23	.85
General Education: Personal Development	V					.35	.11	.38
General Education: Science	VI						.22	.90
ES-VII FACTORS								
Progressivism	A							.20
Traditionalism	B							

*A Pearson r of .14 is required for significance at the .01 level.

TABLE 6

Correlations, Means, and Standard Deviations Among the Person-Situation Relationship (P-SR), Teacher Education Evaluation Scale (TEPE), and Educational Scale VII (ES-VII) Variables

Variable*		P-SR					TEPE						ES-VII	
		FA	CA	PC	ST	PR	I	II	III	IV	V	VI	A	B
P-SR Items														
Faculty Acceptance	FA		.38	.24	.33	.27	.09	.16	.09	.08	.22	.04	-.07	-.07
Community Acceptance	CA			.27	.29	.18	.12	.23	.12	.10	.28	.05	-.04	-.11
Philosophical Congruence	PC				.33	.21	.11	.09	.10	.09	.22	.08	.10	.12
Satisfaction Teaching	ST					.34	.18	.19	.21	.13	.26	.12	-.03	.13
Preparation for Job	PR						.04	.32	.40	.01	.38	.10	-.07	-.04
Mean		1.37	1.73	1.86	3.80	3.04	37.23	18.40	25.49	24.41	12.62	19.67	82.84	66.29
Standard Deviation		.62	.83	.58	1.13	.87	22.93	4.49	4.90	10.28	4.45	25.65	8.73	22.79

*A Pearson r of .14 is required for significance at the .01 level.

13

DISCUSSION

Since this study was in effect a first look at somewhat global influences, conclusions are tenuous and must be considered primarily as questions needing further investigation and clarification.

First-year teachers in this study saw their preparation differently on several variables and indicated different perceptions of social and philosophical acceptance and of satisfaction with teaching. More specifically, some of the differential perceptions are summarized as follows:

1. Female graduates tended to rate their preparation more satisfactorily, as did elementary teachers, and to be more child-centered and less subject-centered in educational philosophy, and to feel more community and faculty acceptance, less philosophical conflict and more satisfaction with teaching.

2. Suburban (and 100% white classes) and inner-city (and less than 50% white classes) teachers rated their preparation highest and lowest respectively, in response to items regarding sociological foundations.

3. Rural teachers and teachers with all white classes indicated higher perceptions of pre-service preparation and the most subject centered educational attitudes.

4. Inner-city teachers and teachers with less than 50 percent white classes indicated feeling the least faculty and community acceptance, philosophical congruence, satisfaction with teaching, and adequacy of preparation for the job.

Although the directions of these findings are as might be anticipated, several obvious questions needing further clarification concern the following:

1. The quantification and comparison of attitudes and perceptions over time, i.e., change from pre-service through first-year teaching and beyond. Do attitudes and perceptions tend to equalize across situations with increased experience?

2. The extent that "culture shock" relates to the less favorable perceptions by inner-city teachers of their preparation, acceptance, and satisfaction with teaching. Would this diminish over time or be precluded by earlier experiences in the classroom?

3. The curvilinear relationship of percent of white students in classes to perceptions of pre-service preparation, i.e., teachers with 50 - 89 percent white classes indicating higher estimates of their preparation than all other groups, including those with 90 - 100 percent classes. Is this an indication of an adjustment process resulting from experiencing a moderately mixed situation?

As related commentary it would be easy to suggest that the findings of this study support the recommendations for and implementation of increased classroom field experiences early in the preparation program for teachers.

Examples are found in several of the elementary education models such as the Georgia Educational Model (Johnson et al., 1969) or in programs such as TEACH (Hanna et al., 1967) at California State College, Los Angeles, where contact with classroom situations was maintained throughout the teacher's preparation to facilitate adjustment to working with culturally handicapped children. The thrust of this direction is currently found in the trend to establish in practice the teacher education center concept. (Collins, 1970)

A note of reservation, however, is appropriate. Exposure for the purpose of overcoming "culture shock" or facilitating adjustment should not be considered a panacea. As indicated by Smith (1969, p. 49), comprehensive understandings of causes of cultural conflicts necessitate supplementing the situational approach with systematic study of relevant cultural knowledge. If the prospective teacher has not been conceptually prepared, proximity alone may serve only to reinforce preconceived differences and does not necessarily result in useful knowledge and objective interpretation. An important question for exploration would be the extent these learnings (via instructional processes) are necessary to balance situationally based perceptions.

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Selected Attitudes and Perceptions of Beginning Teachers as Related to Their Teaching Situations

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The purpose of the study was the investigation of situational characteristics of first year teaching graduates and the comparative effects of these placements upon the beginning teachers' perceptions of pre-service preparation, attitudes toward education, and situational relationships. Research regarding the effects of teaching situation per se was not evident in the literature; rather, such effects were more often acknowledged as a limitation in other investigations. The question, then of the importance of considering for teacher preparation the differential effects upon teachers' attitudes and perceptions generated by situational characteristics provided the basis for this study.

Objectives included the classification of beginning teachers by situational characteristics, the elicitation and comparison of attitudes and perceptions across situation classifications, and the investigation of interrelationships among the dependent variables.

University of Georgia 1969 graduates in education and related programs meeting certification requirements were contacted in October of 1969. Of the 420 graduates identified as being employed in teaching, 341 returned a February, 1970, questionnaire containing situation classification items as well as items comprising dependent variables. Situational characteristics were delimited by size and type of community, occupation of pupils' parents, and racial composition of the teacher's classes. Situational relationships included faculty and community acceptance, philosophical conflict in educational ideas, satisfaction with teaching, and adequacy of preparation for the teacher's placement.

The six factor Teacher Education Program Evaluation (TEPE) scale was used to evaluate aspects of a teacher's preparation program such as general education, foundation courses, and professional experiences in the areas of psychology, curriculum and methods, and student teaching. The two factor Educational Scale VII (ES-VII) was used to measure "traditional" and "progressive" attitudes toward education, and five person-situation relationship items to elicit perceptions of situational acceptance and conflict.

Hypotheses were tested concerning whether situational classifications such as type of community and percent of white pupils in the teacher's classes would differentiate teachers' responses on the dependent variables and whether significant correlations existed among these variables. In order to test null hypotheses formulated for situational comparisons, each classification was taken as a two-way analysis with sex of teacher and with

teaching field grouped as elementary, secondary academic, and secondary non-academic. Data were analyzed using frequency distributions, least-squares analysis of variance, and product-moment correlation coefficients. Hypotheses were rejected at the .05 level, mean differences at this level being tested with the Duncan Multiple Range Test. Interaction effects were investigated where evident.

The largest number of graduates found placements in suburban settings, but a substantial number were distributed across a variety of situations including urban and inner-city climates, blue collar and laboring occupations, and racially mixed classes.

Situational classifications differentiated graduates on four of six TEPE factors. Rural teachers responded most favorably on factors involving pre-professional skills, knowledge and use of teaching materials, and knowledge and understanding of science and American culture. Suburban teachers and those with 100 percent white classes rated items regarding sociological foundations the highest and inner-city teachers and those with less than 50 percent white classes rated these items the lowest. Sex of teacher and teaching field interacted with community type for TEPE Factor III (professional sequence in education), women inner-city teachers rating their professional education courses the highest and men inner-city teachers rating these courses the lowest. Teaching field interacted with community type on this same factor, elementary teachers rating this aspect of their preparation highest in suburban and urban situations and secondary non-academic teachers the highest in small town, rural, and inner-city situations.

Factors A and B of ES-VII did not differentiate graduates at significant levels for either community type or percent of white students in the teacher's classes; however, rural and inner-city teachers showed the highest and lowest means respectively on the traditionalism subscale, as did teachers with all white and less than 50 percent white classes.

Perceptions of teaching satisfaction and adequacy of preparation for the job were significantly higher for suburban teachers and teachers with all white classes, graduates in inner-city settings having the lowest means. The 50 - 89 percent white group, however, showed higher means than the 90 - 99 percent group. Teachers with less than 50 percent white classes indicated significantly more rejection by parents.

Regarding interrelationships among dependent variables, teachers with higher Factor B (traditionalism) scores tended to rate their preparation (Factors I, IV, VI of TEPE) higher, correlations being above .85.

In general, the rationale of the study was upheld; that is, perceptions and attitudes of beginning teachers were differentiated across teaching situations and more favorable perceptions were manifested in placement settings most like the teachers' general background and experience. Implications seem evident for teacher education programs regarding more specialized preparation for and/or in situational contexts, including earlier and more extensive contact with children in diversified situations.